

Trafalgar Primary Early Learning Centre

Philosophy Statement

Kindergarten is a safe space where children can engage happily and respectfully with their peers, in an environment that fosters the development of a variety of life skills under the guidance of their educators.

Children are encouraged to participate in designing and planning the kindergarten program. Kindergarten is in part, a bridge between the home environment and the greater school environment. We acknowledge that children and families have mutual rights and responsibilities and that every child and family is unique.

It is the aim of educators to provide a welcoming, inviting and responsive environment in which children feel confident and relaxed in their everyday learning. All children are respected and considered as capable and confident learners and we recognise the significance of inclusion, equality and opportunity for children and families within social and cultural contexts.

Educators value the importance of knowing the children they teach and providing meaningful documentation to reflect this. Children are seen to have a voice and make choices in their learning while educators use this knowledge to extend and support the group dynamic as well as the individual.

Throughout the duration of the kindergarten year children are provided with opportunities to develop the following dispositions:

- Increased resilience, self-esteem, independence and self-regulation
- Effective communication with others both verbal and non-verbal
- Increased cognitive concepts including problem solving, reflective thinking, concentration and exploration through participation in meaningful, inquiry-based experiences
- Developed confidence in engaging respectfully with peers, educators and the wider community, embracing differences and celebrating individuality
- Physical development, body awareness and responding to bodily needs

The team of educators work closely together consistently and respectfully contributing to program ideas and offering individual skills and talents in all elements of the services requirements. They are dedicated to supporting one another and to consistently role modelling positive and warm interactions.

The curriculum is based on Early Childhood developmental theories, contemporary research theories, the Victorian Early Learning Developmental Framework (VELDF) and the National Quality Framework (NQF), whereby play is seen as a vital and valuable learning experience for all children.